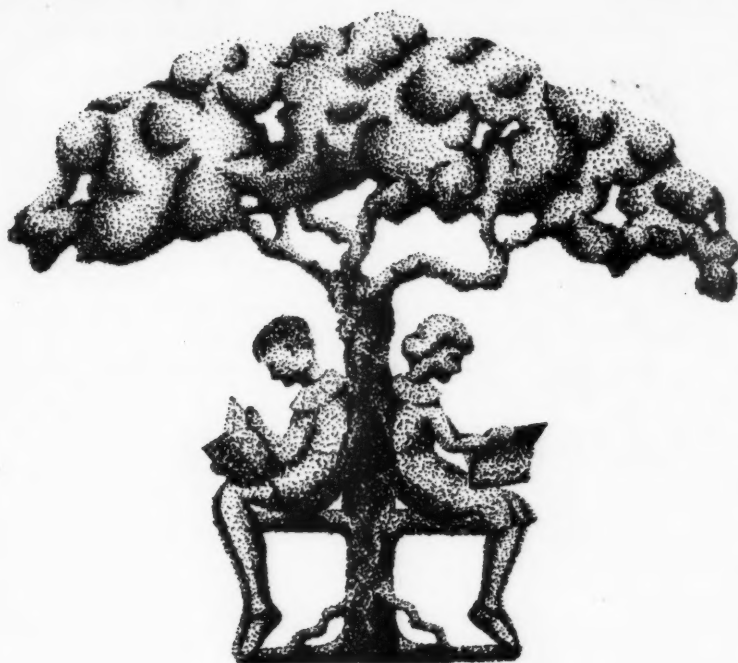


MARCH

1936



THE
MICHIGAN SCHOOL
LIBRARIAN

MICHIGAN LIBRARY ASSOCIATION NUMBER

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Vol. 2 No. 2

March, 1936

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THE MICHIGAN SCHOOL LIBRARIAN

Vol. 2 No. 2

Published by the State Executive
Board of School Librarians

March, 1936

GREETINGS TO MICHIGAN LIBRARIANS

The Officers of the Michigan Library Association welcome this opportunity to greet the librarians throughout the state and are grateful to the editors of the Michigan School Librarian who have made this possible. This promises to be a year of interesting possibilities in library development. The Civil Service Study Commission, appointed by Governor Fitzgerald, will affect the work of your own Legislative Committee in its plans for certification of librarians. A committee of one of the Sections of the Association is active in investigating the possibility of the reestablishment of the State Library Commission. State or federal aid to libraries is also a possibility, and your Planning Committee will continue the work of last year to be ready to take advantage of its possible benefits. Elsewhere in this number is an announcement of the Tri-State Meeting, which will be held in place of the regular 1936 Annual Meeting. Suggestions from the members will be welcomed and your problems will receive sympathetic consideration.

Samuel W. McAllister

President
Michigan Library Association

CENTRAL CATALOGING
FOR
SCHOOL LIBRARIES

By Margaret Mann

In this day of economic stress it is exceedingly important for libraries of the same type to study the questions of cooperation, standardization and centralization. Perhaps this study should begin with the possibility of cooperation leading to centralization. Applying such a study to school libraries having central control, it is at once apparent that we have a type or group well adapted to a centralized plan of administration.

Operations which are identical to each library are frequently repeated daily when the same results could be accomplished for each library, if all these duties could be taken care of at a central office. Usually these duties, which can be easily combined within the confines of one central bureau or station, are those which have to do with the purchasing and cataloging of books, and there is no real reason why school library units could not agree to enter into a well-worked-out system for centralizing the operations pertinent to buying, classifying, cataloging, and shelf-listing. Such a plan would insure expert service, uniformity in catalogs and records, reductions in cost, and allow the librarian in the separate libraries time for more personal work with students. At present, many school librarians spend too many hours on technical details. Details are repeated throughout the system unless some centralized plan has been worked out.

Los Angeles has solved the school library problem by having a Division of Library and Text-books Activities. The main purposes of this Division are "to effect a centralized budget over library and text-book money and to centralize technical library routine in order to free librarians for the more educational and inspirational part of their work in their contact with students and teachers". The cataloger is the technician of the Division and her main work is directing and cataloging the library books for all secondary schools and junior colleges. The cataloging is practically the same for junior and senior high schools except that Library of Congress cards are used for the non-fiction books for the senior high schools and simply typed cards are sent to the junior high schools. Typed cards are made for fiction for both schools. Each set of cards sent out from the Division contains a shelf-list card, main entry card, title card for the majority of books, such subject and analytic cards as are necessary, cross-reference cards and other entries if needed. As time permits analytics are made for books of collective biography, short story and play collections, local material, and important items in science, invention, commercial products, minerals, famous engineering projects, etc. Plays and short story collections do not have analytics for the junior high schools. This plan resembles that adopted by Public Libraries having branch systems. A branch library never purchases or catalogs its own books; this is all done at the central library and books and cards are forwarded to branches ready to shelve and to file.

Any such plan involves the working out of careful records at the central office. There must be a master author list, a master list of subject headings, also a union shelf-list showing the holdings in each school, or branch collection. This shelf-list is valuable in replacing copies and in showing the usefulness of certain titles. Many statistics can be culled from it.

Complete sets of cards including many analytical entries, as well as shelf cards, are forwarded to the separate schools as soon as the books have been classified and made ready for the shelves. Through the shelf-list kept at each school, an inventory of that unit can be taken annually.

By this method of centralized cataloging, a staff of four or five (depending upon the size of the school system) can do the work formerly carried by a great number of assistants working in each library. Since many titles are duplicated for each unit in the system, it is apparent that much economy

just
Mina K. Preston
5-21-42

-3-

can be gained if all these copies are handled at the same time. Records become merely a question of duplication and redistribution. Without centralization, uniformity could not be maintained nor could the same efficiency in records be accomplished. At Seattle, where the cooperative system for school libraries has been found an economy, books are ordered by the school purchasing agent once a year. These books are put through very rapidly, only the shelf card and official catalog card being made at first. Other cards are sent as soon as possible. At each school the marks of ownership are added to the books, the call number having been added at the bindery. It has been proved at Seattle that by centralizing the mechanical handling and the processes of cataloging and classification, a great saving in money and time is accomplished.

An example of this centralization of work in Michigan may be seen at the Public Library in Lansing, which is a District School Library and is under the administration of the Board of Education just as are the schools themselves. All cataloging is done at the central library, and full sets of cards for the books are sent to the schools ready for filing at the same time that the books are sent -- author card with tracing, subject heading cards, shelf-list cards, etc. Many more analytics are made for the branch books and often the branch librarian selects certain books she especially wishes to have analyzed, owing to the demand for material found in them.

Such a plan as here outlined would require careful planning and must be based on definite rulings. Simplicity in methods is possible, and such aids as those issued by H. W. Wilson Company should be at hand. Any cooperative effort must have the support of all who share in its benefits; without wholehearted participation and a desire to pull together, any such attempt at co-efficiency will fail.

RELATIONSHIPS BETWEEN SCHOOL AND PUBLIC LIBRARIES

By Mary Louise Fitts

To establish a profitable relationship with the Public Library, a personal contact goes far. The beginning of the very delightful cooperation with our Branch Library was an exhibit of dolls dressed as book characters. It was suggested that the dolls be taken to the Branch near the school where the public might enjoy seeing them. Upon approaching the librarian in the Children's Room, she was more than glad to accept our offering, and it was displayed for a week or two, receiving a great deal of adult attention also. The next year the art department of the school correlated with the library in an exhibit of Records from Earliest Times. The Main Library asked to have this for the Children's Room after it has been shown at the Branch.

Now from time to time some of the youngsters' efforts, such as decorated book reviews, models or pictures of subjects taken from books in the library are loaned to the Public Library. Our correlation with the Public Library each year at the time of Children's Book Week is an established fact and proves a gala occasion. These exhibits, of course, take the children to the library, very often the parents accompanying them. It may be an introduction to the library for both child and parent.

If we develop something we think justifies being shown, we ask the Librarian if she would like it. On the other hand, if she desires something special she feels free to ask us to assist her. By these means the public librarian becomes more familiar with the school curriculum and we find her always glad to arrange material for any demands we may have. Collections of books are available for a limited time upon request and she is always glad to furnish pictures.

During these difficult times, when there has been no money for new books in the schools, our boys and girls brought literally armfuls of them

Continued on page 14)

THE CARNEGIE ADVISORY GROUP
ON
JUNIOR COLLEGE LIBRARIES

By Foster Mohrhardt

When the Carnegie Corporation of New York decided in the fall of 1934 to set up an Advisory Group on Junior College Libraries, it meant that junior college libraries in this country would receive a similar stimulus to that which had been given earlier to four-year college libraries. The Corporation gave from 1928 to 1936 a total of nearly two million dollars to college libraries for the purchase of books and for endowment. Grants for the purchase of books were made to over eighty colleges in this country as well as to colleges in Canada and in the Near East. Several books were also published as a result of the work of this Advisory Group. These were Shaw List of Books for College Libraries (American Library Association, 1931), Randal The College Library (American Library Association, 1932), and Gerould College Library Buildings (Scribners, 1932). In addition the Group published its Standards for College Libraries (Carnegie Corporation, 1932).

Preliminary to the selection of junior colleges to which grants would be given, the Carnegie Corporation established an Advisory Group to make recommendations. The Group will also formulate standards for junior college libraries. Dr. W.W. Bishop, who has been chairman of the Advisory Group of College Libraries, was also selected as chairman of this group. The Group is composed of President J.M. Wood, Stephens College, Columbia, Missouri; Superintendent W.W. Haggard, Joliet Junior College, Joliet, Illinois; Professor W.C. Eells, Stanford University; L.V. Koos, University of Chicago; Dean J.B. Edmonson, University of Michigan; Dean L.R. Wilson, University of Chicago Library School; and C.E. Rush, Yale University Library. The central office of the Group is in Ann Arbor under the direction of Dr. Bishop. The Group has held three meetings, one at Ann Arbor in November, 1934, the second at Philadelphia in February, 1935, and the third at Ann Arbor in November, 1935.

At present the work of the Advisory Group is concerned with the selection of colleges for consideration and with the compilation of a book list for junior college libraries. On March 25, 1935, detailed questionnaires were sent to all the junior colleges in the country. Questionnaires have now been sent out to 551 schools. Three hundred sixteen schools filled out the questionnaires and returned them to the office of the Chairman. These returned questionnaires have been analyzed by the office of the Chairman. A condensed summary of the returns was compiled for the Group. The colleges have also been ranked on the following points: Total college budget, library budget, per cent of total budget spent on the library, size of the library, annual accessions, numbers of hours the library is open, number of periodicals taken by the library, and the number of volumes which the library can add to its collection. It is expected at the next meeting of the Group in St. Louis, Missouri, on February 22, 1936, that certain colleges will be eliminated from further consideration.

Those colleges which have been selected for consideration will then be asked to check the holdings of their libraries with the Junior College Book List. This List is now being prepared by Dr. Bishop and Mr. Mohrhardt. The list will follow the same arrangement as that used in the Shaw List of Books for College Libraries. It will, however, be somewhat smaller than the Shaw List. When these lists have been checked by the colleges and returned to the Office of the Chairman, they will be studied by the Group. From this study further eliminations will be made.

The remaining colleges will be visited by a representative of the Advisory Group. Reports will be made to the Group which will then make recommendations for grants to the Carnegie Corporation. The Corporation has not yet indicated how much money it will appropriate for these new grants. It assumes, however, that the total amount will be smaller than that of the previous grants to four-year college libraries.

AN EXPERIMENT IN 10B ENGLISH

By Berenice Cornell

In an effort to solve the problem of constantly recurring failure in English for a certain group of pupils, an experimental group was organized in Fordson High School a year and a half ago. This group, consisting of 10B pupils was chosen by considering three factors; namely, scores in both the Iowa Reading Test and the Detroit Intelligence Test, and previous grades in English.

One of the main difficulties seemed to be lack of reading ability and it was decided that special emphasis would be placed on reading in this group.

In order to arouse the interest of these youngsters who were often sullen and inert because of continued failure, it was necessary that an appeal be made through something other than the regular grammar and composition lessons. A departure from the regular procedure was followed, in that after spending a period or two to get acquainted by talking about hobbies, books and experiences in the various junior high schools from which the pupils came, interest groups or committees were formed to study various subjects with the idea of having class programs, making scrapbooks, collecting a classroom library--in fact we were willing to follow wherever the suggestions led.

In accordance with the most popular hobbies and interests, I chose several books from the library and we spent a day reading from these, looking at the pictures, passing them about. These books were chosen with care to insure interesting material simply presented. Many of them were Literary Guild books written for much younger children, but they were surprisingly popular. Most of them were checked out and taken home.

We were now ready to organize our interest units. Such groups as the Aviation Committee, Sports Committee, Outdoor-Life Committee and Travel Committee were finally decided on. These groups elected a chairman and a secretary and then a librarian was chosen by the class as a whole. The librarian helped me to check the books in and out and recorded all requests for special books.

One day a week we browsed about in the books and magazines, keeping simple records of the material covered; one day a week we met in committees to discuss and plan programs, work on scrapbooks, special group word lists, etc.; one day a week was devoted to short informal talks or simple paragraphs or letters, all following the individual's choice of a subject.

The newspapers were perused avidly for pictures and clippings about famous athletes, fliers, travelers. All the old magazines we had were brought in and ruthlessly snipped up for various collections by groups or individuals.

When sentences wavered, verbs and subjects disagreed and adverbs and adjectives became hopelessly confused, we worked together on practising the right forms in both oral and written fashion.

In both oral and written work models were always presented, brief outlines discussed together. In written work the pencil draft was checked for errors and the final copy written in ink was usually surprisingly correct because of this careful work beforehand.

Later on remedial work in reading was undertaken. Short articles were read and test questions given. Difficult words in ordinary newspaper material were singled out and studied. Topic sentences, key words, summaries were brought in at every conceivable point. Simple outlines were made. The use of chapter headings was emphasized. Then some attempt was made to improve reading rate, although the improvement of comprehension usually brings increased speed.

It is impossible to discuss here the various varieties of this procedure that each class brought forth. In all cases, however, I feel that the pupils benefited greatly from the use of material they could understand, from experiencing their simple successes, from cooperating in their committee work, choosing their own field of endeavor, and exercising the responsibility that such a freedom of procedure requires from each one.

A list of books we found popular for our classroom library is herewith included as they were submitted by the various class committees. There are many others that it was impossible to list. As time went on students were introduced to the library and encouraged to choose their own books. Many of them admitted a new interest in reading because they found books they were able to read. In almost every case, their reading scores showed considerable improvement and the simple practical forms of oral and written composition were mastered.

ADVENTURE COMMITTEE

The Boarded-up House--Seaman
Boy Scout Book of Stories
Children of the Covered Wagon--Carr
Debby Barnes, Trader--Skinner
*Freddy, the Detective--Brooks
Genevieve Gertrude--Brady
Ghosts of the Scarlet Fleet--Evans
Hari, the Jungle Lad--Mukerji
Jack and Matt of the WX--Van Noy
Hedrick
Jim Davis--Masefield
Alder Gulch Gold--Schultz
Peter Duck--Ransome
The Scarlet Fringe--Fernald
Spanish Chest--Brown
Swallowdale--Ransome
In Texas with Day Crockett--McNeil
Western Frontier Stories

AVIATION COMMITTEE

Aboard the Airlines--Flaherty
Around the World in Eight Days--
Post-Gatty
Aviation Stories--Thomson
The Big Aviation Book for Boys--
French
The Book of Gliders--Teale
The Boys Book of Airmen--Crump
Boy with the U.S. Aviators--
Rolt-Wheeler
Fighting the Flying Circus--
Rickenbacker
First Book in Aviation--Klemin
If you Want to Fly--Klemin
Lone Scout of the Sky--West
Riders of the Wind--Shenton
The Fun of It--Amelia Earhart
Complete Model Aircraft Manual--
Hamilton
Russ Farrell Airman--Curtis
We--Lindbergh

TRAVEL COMMITTEE

ABC Book of People--Cole
Alder Gulch Gold--Schultz
*Bob North Goes Exploring--North

A Boy Scout with Byrd--Siple
*A Day with Jambi--Sperry
*A Day with Manu--Sperry
David Goes to Greenland--Putnam
Gao of the Ivory Coast--Seabrook
*Giff and Stiff in the South Seas--
Pinchot
Jack the Young Explorer--Grinnell
Ood-de-uk, the Wandered--Johansen
Two Boys in a South American Jungle--
Jekyll
When I was a Girl in Switzerland--
Patteson
When I Was a Boy in China--Lee
Wild Life under the Equator--
Du Chailu
With Mikko in Finland--Byrne
Yung-Foo of the Upper Yangtze--
Lewis

SEA-ROVERS COMMITTEE

A Book of the Sea--Williams
Boys' Book of Model Boats--Yates
Boys' Book of Salvage--Masters
Boys' Book of Ships--Cartwright
Boys' Book of Submarines--Collins
Clipper Ships--Adams
Count Luckner the SeaDevil--Thomas
Giff and Stiff of the South Seas--
Pinchot
The Log of Bob Bartlett--Bartlett
The Sea-Devils' Forecastle--Thomas
The Ship Book--Dukelow-Webster
The Ship without a Crew--Pease

OUTDOOR-LIFE COMMITTEE

The Big Canoe--Mayol
Boy with the U.S. Naturalists--
Rolt-Wheeler
The Call of the Wild--London
Hunting Stories--St. Nicholas
Jack, the Young Cowboy--Grinnell
Kari, the Elephant--Mukerji
The Lone Star Ranger--Grey
Martin Johnson, Lion Hunter--
Green
The New Land--Schmidt
(Continued on page 12)

IMPROVEMENT OF THE READING ABILITY OF RETARDED JUNIOR
AND SENIOR HIGH SCHOOL STUDENTS.

Mary L. Wedemeyer.

The following bibliography is confined to periodical literature from 1930 to date. Emphasis on actual experimentation limits the list to relatively few items. P.B. Jacobson in his articles* published in February 1930 mentions that only one experiment similar to his had been done previously. All the investigators agree that three steps are necessary for an adequate handling of the problem: 1) Testing to discover those in need of instruction, 2) The formulation of objectives and a planned program, 3) Tabulation of results. Individual attitudes and suggestions are pointed out in the annotations for specific books.

Farbush, S.A. (South Philadelphia High School for Boys) "Experiments in remedial reading." English Journal 22: 585-7, Sept. '33. Concerns freshman boys of Italian and Russian-Jewish parentage retarded for the most part about two grades. Discusses the use of McCall-Crabb Standard test lessons in reading, Book 5, for ten minute periods twice a week for one term.

Garrison, B.L. (Thomas Jefferson High School, Los Angeles) "A contribution of measurement to remedial reading." Education 56: 144-8, Nov. '35. Discusses a program which was developed when it was discovered that in the A-10 English classes not more than twelve in any class were up to grade in reading, about two-thirds falling below fifth and sixth grade groups. Goes into details concerning actual procedure, and includes a table of progressive reading and speed scores.

Gray, W.S. "Reading deficiencies in secondary schools." National Education Association Journal 20: 197-8, June '31. Gives results of his own teaching of a ninth grade of three levels of reading deficiency for a period of ten weeks.

*Jacobson, P.B. and Van Dusen, E.C. (Little Falls High School, Little Falls, Minnesota) "Remedial instruction in reading in the ninth grade." School Review 38:142-6, Feb. '30. States that of 150 pupils tested, 122 were below the ninth grade standard. Discusses the types of materials used; wide range of easy materials, work-type study material, and materials to develop paragraph comprehension.

McCallister, J.M. (Northern Normal and Industrial School, Aberdeen, S.D.) "Effectiveness of remedial instruction in reading in the junior high school." School Review 39:97-111, Feb. '31. Record of a remedial program for a group of 23 students working two 50-minute periods a week for from eight to twenty-four weeks. Pupils were grouped as Decipherers, Slow Learners, Slow, accurate Readers, and Word Readers. Article includes tables and records of improvement.

Traxler, A.E. (University High School, University of Chicago) "An experiment in teaching corrective reading to eight seventh-grade pupils." Journal of Educational Research 29:247-53, Dec. '35. An account of the reading benefits derived by five girls and three boys from instruction received from an inexperienced practice-teacher advised by the school psychologist. The work was carried on during a special period twice a week for nine weeks.

In the actual selection of material to be used in assisting the students to better reading habits, one cannot overlook the standard tools mentioned by Traxler and others: Lyman, Rollo L. and Hill, Howard C. Literature and living, Book II. Scribner, 1925; Thaisen, W.W. and Leonard, S.A. Real life stories, Book VII and VIII. Macmillan, 1929; McCall, William A. and Crabb, Lelah Mae, Standard Test Lessons in Reading, Book IV. Bureau of Publications, Teachers' College, Columbia University, 1926. However, motivation is of supreme importance, and the librarian working with the teacher can stimulate

(Continued on page 14)

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WITH THE EDITOR

Once more the Michigan Library Association is sponsoring an issue of the Michigan School Librarian. Greetings from the president, contributions from members, news and announcements of library activities in the state appear in these pages.

The fine financial cooperation of the Association has made possible the printing of sufficient copies of this issue to include the Association membership on our mailing list. We hope you will enjoy this number. Our editorial office will gladly receive any comments or suggestions you may address to us. Contributions for publication are invited.

We appreciate the interest, encouragement and cooperation the Association has shown in our publication and trust, as we dedicate this Michigan Library Association Number, that the contacts we are thus making will prove mutually beneficial to us and to the library profession in Michigan.

THIS LABOR OF LOVE! * * * * *

With repeated frequency comes a bombardment of questions in congratulatory letters received at the editorial office relative to the practical work of publishing. How do you do it? How do you finance it? Where do you and your staff find time for editorial work and the laborious business of make-up? Is this all, indeed, a labor of love?

May we take you behind the scenes in explanation? Each member of the editorial staff holds a full-time position and in addition engages in one or more other professional activities. The work is done, articles edited in scattered spare moments as few as the responsibilities of busy school librarians allow. All too few, we regret. Since contributions and the labor of the editorial board are donated, the expense consists only in typing, printing and postage costs. We have been fortunate in meeting these expenses through the medium of advertising and underwriting - money secured by dint of the untiring efforts of our business manager. There is no permanent source of revenue. We believe that faith in so worthwhile an undertaking and enthusiastic interest and labor in its behalf will accomplish much, although we are well aware that lack of assured funds and the obvious resulting business set-up are serious obstacles to any publishing effort.

Belief in the need of such an organ as ours for the dissemination of professional news and for the purpose of professional contact has led the staff to adopt the policy of free distribution to all school librarians in Michigan, and to other librarians in the state upon request. The subscription rate of fifty cents per year affects all requests for our publication, not exchanges, coming from other states.

We are looking forward to the time when these pioneering efforts will have paved the way to a permanently established library bulletin in Michigan. In the meantime we hope you will forgive the irregularity of the appearance of the Michigan School Librarian and remember that this is, indeed, all a labor of love!

Our next issue, dedicated to the youth problem and the library, will be out in May.

MICHIGAN LIBRARY ASSOCIATION

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MICHIGAN LIBRARY ASSOCIATION

NEXT ANNUAL MEETING* * * * *

The Forty-Sixth Annual Meeting of the Michigan Library Association will be held in Toledo, October 15-17, 1936, in conjunction with the Library Associations of the States of Indiana and Ohio. This will be the first tri-state meeting since that held in Fort Wayne ten years ago. Mr. George J. Blazier, Librarian of Marietta College, is President of the Ohio Library Association, and Miss Cerene Ohr, Supervisor of Branches at the Indianapolis Public Library, is President of the Indiana Library Association. The former is in charge of the Committee on the Convention, which is made up of the Presidents of the three State Associations and Mr. Carl Vitz of the Toledo Public Library, who is in charge of local arrangements.

Samuel W. McAllister

President

Michigan Library Association

M.L.A. SPRING ROUND TABLES

SCHEDULE OF MEETINGS* * * * *

Wayne County - - - - -	March 27
(Wayne County Library)	
Charlotte - - - - -	April 9
Kalamazoo - - - - -	April 16
Ithaca - - - - -	April 23
Port Huron - - - - -	April 30
Grand Rapids - - - - -	May 2
(Conference on Children's Reading)	
Hartland - - - - -	May 28
Cadillac - - - - -	June 2
Oscoda - - - - -	June 4

METROPOLITAN LIBRARY CLUB* * * * *

The Regional Meetings of the Metropolitan Library Club were held on February 27 last. The theme of the meetings was the much discussed "Youth Problem" and each speaker developed a special phase of the subject.

At the Central meeting, Mr. Ray Johns of the Central Y.M.C.A. took as his subject, "What of Youth today?" This meeting was held in the Main Library, Miss Katharine Lewis, Chairman.

Miss Claire Sanders at the Northern meeting at the McGregor Library, Highland Park, spoke on "The Youth Movement" following the address by a discussion. Miss Katharyne Sleneau was chairman of this meeting at which tea preceded the talk.

"The Youth Movement, its origin and development" was the subject of Miss Jeannette Secker of the Youth Council, Y.W.C.A. before the Western meeting. Mrs. Cora Cummings, Fordson High School Library, was chairman of this meeting which was held at the Wayne County Library at Wayne. Tea was served.

At the Eastern meeting held at the Monticeth Branch of the Detroit Public Library where Mrs. Therese Flaherty was chairman, Miss Lillian Miller of Youth, Incorporated, spoke on "Youth, Incorporated and its work". Following her talk Miss Katharine Swanson, a member of Youth, Inc. responded as a representative of the membership. Tea was served at this meeting also.

The Metropolitan Library Club was organized last October as a meeting point for librarians, book lovers and all who believe in the mission of books.

Present plans call for a dinner meeting with a speaker in the spring.

Ruth Rutzen,
Detroit Public Library

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HIGH SCHOOL LIBRARIANS OF
METROPOLITAN DETROIT * * * * *

The Metropolitan-Detroit High School Librarians' Association braved the cold demons to attend the January meeting at McKenzie High School, where Miss Ethel Walker, Librarian, revived fainting spirits with tea served by her student staff members.

Intellectual stimulus was provided by Mr. Herbert Eiges, of the Social Science Department, who showed motion pictures and gave an entertaining and thought-provoking account of his summer jaunt in England, Germany, and Russia.

The next meeting of the group will be held at Northeastern High School on Friday, April 24, at which time the matter of helping finance an issue of the Michigan School Librarian will be brought to the notice of the club.

Louise T. Chamberlain,
President, the Association

THE STATE EXECUTIVE BOARD
OF SCHOOL LIBRARIANS * * * * *

The State Executive Board of School Librarians met February 1, '36. At this meeting the recommendation was made that no person be asked to serve as an officer of any one of the following organizations more than once in five years, and that no member hold any office in any two of these organizations simultaneously: the M.L.A. School Libraries Section, the Schoolmasters' Club Library sections of the various M.E.A. regions. This is suggested in order that no one librarian will be overloaded with professional duties and will, at the same time, insure the various organizations of having officers who will have time for effectively carrying on their duties. The list of officers of the past five years of each of these groups will be published in the next issue of the Michigan School Librarian. This measure should be voted on by the various groups at their next meeting.

In order to prevent duplication and assure pertinent topics for the programs of our state school library meetings the Board plans to act as a committee and assemble suggestions for programs. These program topics are to be published in the fall issue of The Michigan School Librarian.

If you know of any school librarians who are not receiving copies of the Michigan School Librarian, please send their names and addresses to the office of the business manager, C. Irene Hayner, University High School, Ann Arbor.

The next meeting of the Executive Board will be held at The Woman's City Club, Detroit, May 23, at 10 A.M.

Bertha M. Krogh
Chairman, State Executive
Board of School Librarians

-oOo-

Children generally know three groups of books: the ones adults want them to read, the ones adults do not want them to read, and literature in general. What stand then is best for a teacher (or librarian) to take in regard to this classification?

From Talks to Teachers, Enoch Pratt Free Library, Baltimore, Maryland.

THE SCHOOL AND CHILDREN'S
LIBRARY DIVISION, A.L.A. * * * * *

With the new year came the establishment at A.L.A. headquarters of the School and Children's Library Division. Ever since 1931, when plans for such a division were approved by the Council of the A.L.A. in its "Programs for the Association", the launching of the Division has been awaited expectantly, and sometimes impatiently, by school and children's librarians.

To find one person who could present all points of view in carrying out the new program proved difficult. Finally, a plan that seemed advisable was evolved. This was to employ a school librarian who would give half her time to The Booklist and release Jessie Gay Van Cleve to head the Division, which is part of the headquarters' Department of Information and Advisory Services. In September, the Executive Board authorized an appropriation to begin the work. On the last day of November, Mildred L. Batchelder, Librarian of the Haven School, Evanston, Illinois, accepted the position of school library specialist in the School and Children's Library Division.

The work of the Division will involve the continuance of certain established duties and the inauguration of new endeavor. The preparation of copy for The Booklist goes on; correspondence and conferences will go on. The Division will seek closer affiliation with other national groups and agencies whose programs involve the education and welfare of children and young people. But the continuing thought and energy of the Division will be mainly directed toward the collection of information concerning library service for children and young people as offered in various states and cities, towns and rural areas of this country and Canada. It is planned to gain this information through conferences with librarians and school people responsible for such work in those areas. Such carefully recorded information should make it possible to give advice based on the best practice and thought of librarians in these fields.

And thus the dream of many years is given reality and an opportunity is provided the Association to develop more adequately its library service to children and young people.

RICHMOND MEETING, A.L.A.
ON TO RICHMOND! * * * * *

"An Evening with Richmond Authors" will be one feature of an inviting program for school librarians offered at the conference of the American Library Association to be held at the John Marshall Hotel, Richmond, Virginia, May 11-16, according to announcement received by the Michigan School Librarian as this issue was going to press.

A cordial invitation to attend the dinner is extended to any Michigan Librarian who plans to be at Richmond. No information has yet been given regarding the charge, but it has been requested that anyone wishing to attend make a reservation as promptly as possible with Jane Moss, Thomas Jefferson High School Library, Richmond.

Seven sessions of the A.L.A. School Libraries Section will be held, including a joint session with the Section for Library Work with Children and the Young People's Reading Round Table to discuss the work of the School and Children's Library Division recently established at A.L.A. Headquarters to further library service to children and young people in public libraries and schools.

John Carr Duff, principal of the Edgemont School, Scarsdale, New York, will speak at the section's general session on "The School Library-Museum", and Marie M. Hostetter, University of Illinois Library School, on "A New Plan for Closer Integration through Library Lessons."

There will be a business meeting--including the report of a special committee on the training of school librarians; a Teachers College Librarians' Round Table, topic: "Library Instruction in Teachers College Libraries"; a school library supervisors' breakfast; and a breakfast for private school librarians.

In addition to programs specifically planned for school librarians, there will be numerous others of significance for them. Frank C. Graham, the brilliant president of the University of North Carolina, will speak at one general session of the Association, and Colonel Luxmore Newcombe, librarian of the National Central Library in London, at another. The

theme of the conference concerns school librarians quite as much as any others: "The Extension and Improvement of Library Service."

Following the conference an alluring trip is planned by the A.L.A. Travel Committee to the Great Smoky Mountains National Park. The trip will cover only four days, so if you can manage to secure time for the meetings you may be able to manage the brief holiday also.

Space does not permit further news here, but if you are going to Richmond be sure to get copies of the February, March and April Bulletins of the American Library Association, which give information not only about programs but about what one should wear and many other matters.

Beatrice Sawyer Russell
Publicity Assistant.

AN EXPERIMENT IN 10B ENGLISH

(Continued from page 6)

Silver Chief--O'Brien
Thunder Boy--Baker
Wildfire--Grey
Wolf, the Storm-Leader--Caldwell

SPORTS COMMITTEE

Brother of a Hero--Barbour
Captain Danny--Camp
The Crimson Sweater--Barbour
Danny Fists--Camp
Famous American Athletes--Johnson
For the Honor of the School--Barbour
Omnibus of Sports--Rice
Play the Game--Charnley
"Pop" Warner's Book for Boys--Warner
Sportcraft for all the Year--Van Horn
Tuning in at Lincoln High--Gollumb
Working Thru--Barbour

*Books written by the boys who had the
adventure
*Easy reading

MAGAZINES

American Girl
American Boy
Boys' Life
The Open Road for Boys

SELECTED ARTICLES FROM:

Saturday Evening Post
American Magazine
Colliers

SPECIAL LIBRARIES ASSOCIATION MICHIGAN CHAPTER*****

The librarian of a specialized library outside a city or university center must necessarily carry on without the professional contacts and cooperation that play so large a part in library work. Librarians working in this "splendid isolation" will find professional benefits in membership in the Special Libraries Association.

This Association, organized in 1908, is affiliated with the American Library Association. Its membership includes business and professional libraries in the United States and Canada. Nine group divisions are organized to carry on the work for the special interests. These are the Civic-Social, Commerce, Financial, Insurance, Museum, Newspaper, Biological Sciences, Science-Technology, Public Business, University and College Department Libraries. Its sixteen Chapters, with a membership of 1789 in 1935, are scattered from Boston to Southern California and from Montreal to Cincinnati.

The National Associates' Bulletin and the Bulletin of the Michigan Chapter keep Michigan members in touch with current activities.

The Michigan Chapter, of which Mrs. Louise P. Dorn, librarian of the Detroit Edison Co., is the president, was organized in 1928 and has an active membership of about fifty. Six meetings a year are held and varied programs presented. As professional problems differ so greatly, the program committees seek points of common interest, and in the last two years, we have visited libraries, settlement houses, guilds and other institutions acquiring a first-hand knowledge of Metropolitan Detroit, which has proved valuable in our work. Membership is of three kinds: Institutional, Active, and National Associate. Special Libraries is the Organ of the Association. Guests are welcome at the Chapter meetings.

Frances Curtiss

Chairman, Publicity Committee
Special Libraries Association

(Inquiries may be addressed to Miss Curtiss at the Detroit News Library.)



**WE RECOMMEND
FOR YOUR SCIENCE SHELVES**

Hegner, Robert

Parade of the Animal Kingdom. Macmillan \$7.50

A one volume natural history which though expensive is worth buying even at a sacrifice of other books. A readable text, popular in style, yet reliable in fact and illustrated with seven hundred excellent photographs of living animals. The type of book the biology teacher has been waiting for.

National Geographic Society, Washington, D.C.

Our insect friends and foes and spiders. Washington, D. C. The Society \$2.50

Natural science seems to score this time, for we have here another valuable book for those shelves. Interesting stories of bees, ants, spiders, moths, and butterflies, told in a fascinating manner and with over five hundred illustrations done in colors. Although these articles and illustrations have appeared in the National Geographic, the school that does not have all copies of the magazine, or the school that needs duplicate copies will find this book valuable.

Hawthorne, Hildegard & Mills, Esther Burnell

Enos Mills of the Rockies. Houghton \$2.50

An interesting, informative biography of this great naturalist which gives one a sympathetic picture of the young, frail boy driven on by ambition and an unusual love of nature; so well done that one feels subtly the quiet joy and deep satisfaction Mills gained from his beloved Rockies. The story of a rugged spirit in a sensitive man waging a fight for the preservation of natural beauty that might be a pleasure and an inspiration to mankind, simply and realistically told without sentimentalizing. Boys interested in natural science will delight in it. Many chapters dealing with national parks will be useful to classes in

civil government. Worth while in any school library.

Eaton, Jeanette

Behind the show window. Harcourt \$2.50

The story of what goes on behind the scenes in some basic industries of the country "in the processes of production, distribution, and consumption of a great variety of marketable commodities". The author's style needs no recommendation to school librarians, and this work has been done with the same thorough research which characterized her biographies. There are numerous illustrations from photographs. An important book for the social science department where accurate, readable books are at a premium.

FOR THE FICTION SHELVES

Harper, Theodore Acland

Red sky! Viking press \$2.00

A novel of Russia which deals with lives of two descendants of the Cossacks, Peter and Fenga, their adventures previous to the World War, during that war and afterward back in the Amur Country during the Revolution. It gives an excellent insight into the nature of the Siberian peasant, helps provide a background for understanding the Russian situation today, and is, at the same time, a book of rapid action and adventure. Considerably better than most "foreign background" novels that are written for young readers.

Snedecker, Caroline Dale

Uncharted ways. Doubleday \$2.00

A story dealing with the persecution of the Quakers in Puritan New England, based on the true story of Mary Dyer, a remarkable woman. An historical novel accurate in fact, written vividly and quite engrossing. It has that quality, frequently lacking in books for young people, of not being "written-down".

Medary, Marjorie

Topgallant; a herring gull. Smith & Haas \$1.75

A vivid, imaginative, well written story of the life of herring gulls along the North Atlantic seaboard. Attractive in format, with thirty-five superior illustrations by Lynd Ward. A book that will take its place on the shelf with Bambi, and perhaps even with Gay Neck.



FOR THE LIBRARIAN'S OWN READING

Chase, Mary Ellen

Silas Crockett. Macmillan \$2.50

A story of four generations of a Maine seafaring family which gives a picture of maritime life of the coast one hundred years ago and the gradual change to the present day. Setting and characters are emphasized rather than plot and incident, and are done with such thorough knowledge of the place and people depicted, with so complete an understanding of the dignity of the heritage that is theirs, and with such definite skill in writing, that one feels here indeed is a novel of lasting importance. If there is an overtone of sentiment it is not offensive. A novel of serenity in which many will rejoice in this age of rather hectic realism. A good book, too, for the high school library, except that its lack of plot may make it of limited appeal.

Perry, Bliss

And gladly teach! Houghton \$3.00

Another informative biography which brings one into contact with the world of American letters in the past generation, and interprets that scholarly, cultured world, - a world of letters with which the literature of the past fifty years has failed to keep pace according to the author. A serene, finely written book, valuable for style and content, and wholly delightful.

Carrel, Alexius

Man, the unknown. Harper \$3.50

A significant, stimulating book in which Dr. Carrel, a foremost scientist, sets forth his philosophy of life. He attacks modern civilization, charging that we are degenerating morally, mentally and physically. From the wealth of his scientific knowledge he marshals material to uphold his viewpoint. He attributes our failure to get further along in the science of man to a lack of synthesis of the mass of detailed scientific information concerning man that has been gathered, particularly in the field of human biology. In a final chapter on the remaking of man he makes his own contribution to the synthesis for which he pleads. Simply written, without emphasis on the technical, yet with evidence of the thorough scholarship of its author, it is a book worth reading whether or not one may agree with the author.

L. McQ.

IMPROVEMENT OF THE READING ABILITY OF RETARDED STUDENTS * * * * *

(Continued from page 7)

the students by a careful selection of well-illustrated books adapted to individual interests, needs, and abilities. No arbitrary list can be compiled, but the following bibliography should be somewhat helpful. The books can be used with junior and senior high school groups, and will appeal to both boys and girls.

Colum, Padriac. The adventures of Odysseus and the tale of Troy, illus. by Willy Pogany. Macmillan \$2.00 - Defoe, Daniel. Life of Robinson Crusoe, illus. by E. Boyd Smith. Houghton. \$2.75. - Eggleston, Edward. Hoosier school boy. Scribner. \$1.00 - Lippincott. \$.75. - Sharp, D.L. Fall of the year, Spring of the year., etc. Houghton. \$1. each. - Stevenson, Augusta. Children's classics in dramatic form, v.5. \$.92. - Seton, E.T. Wild animals I have known. Scribner. \$2.50. - Untermyer, Louis. This singing world. Harcourt. \$3.00 - Van Loon, H.W. Ancient man. Boni and Liveright. \$3. - Wigglin, K.D. Birds' Christmas Carol. Houghton. \$1.00.

RELATIONSHIPS BETWEEN SCHOOL AND PUBLIC LIBRARIES * * * * *

(Continued from page 3)

from the Branch Library to school. Here in the library and literature room they were used to such an advantage that our upper grade pupils were quite familiar with these late books even though our own library had none of them.

The Story Hour at the Public Library is advertised through our school library. Often, too, we assist them in tracing lost books. Our instruction in the use of Library tools facilitates the use of the material in the Public Library with the result that the youngsters feel very much at home there.

We must realize that the life of the child in the elementary school is short. If by pleasant and helpful contacts we can establish a bond between him and the Public Library to carry into his later years, we have made a start in the right direction.

Reprinted from the Library Journal.

PROFESSIONAL GLANCES

This column contains notes of articles appearing in the professional magazines, announcements of new publications of interest to school librarians, and of aids in library work. We hope that in the column you may find something new and stimulating.-Ed.

Hazel W. Byrnes of Teachers College, Mayville, North Dakota, describes in School and Society for December 21, 1935, the library consultant service at Teachers College, Columbia University. "The service... offers many possibilities for the progressively-minded school librarian as well as for the school official," says Miss Byrnes.

-oOo-

Especially apt for the school librarian are the "Ten commandments for those who seek to get more zest out of life", formulated by the popular psychologist, Dr. Donald A. Laird of Colgate University. They are practical rules based on Dr. Laird's keen observation of human nature.

"1. Keep rested. Tired people take zest from others as well as themselves. It is amazing what a difference going to bed two hours earlier will make.

"2. Don't be too ambitious. The world is crowded with people who have literal mental scars, the result of wanting to be bigger shots than they can be or than the world needs.

"3. Don't fret about how little book-learning you have. If you keep mentally active and learn a little something new each day, you are an educated man.

"4. Don't be too conscientious. If you suffer chronic inflammation of the conscience, careful always to do every little thing just right, the very inertia is likely to make you go wrong.

"5. Don't fight against human nature. Don't expect other people or yourself to be perfect. Shortcomings here and there should be expected and not allowed to steal zest.

"6. Have a few troubles and a little pain. Those in human experience are like the olives in a meal. After the tart, sour things, everything tastes good.

"7. Be your age. The things which bring zest change as we get older. Some people try at 50 still

to get a kick from life by doing what they did at 20. All they get is pseudo-happiness.

"8. Don't let others or yourself bluff you into being timid. What we should do is emphasize our few strengths and forget our many weaknesses.

"9. Get into a job which you like doing. Even if it pays you \$10 a week less, its dividends in zest probably will repay you more.

"10. Look to the future rather than the past. There is always going to be an upturn and another crest in your zest."

-oOo-

Any group contemplating a hobby show may receive a handsome pamphlet entitled "How to run a hobby show", free of charge by writing Leisure, 683 Atlantic Ave., Boston, Mass. The booklet is full of ideas not only about the contents of the show itself but about the useful things such as publicity, floor plans, judging, etc.

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As long as the supply lasts, librarians may obtain free from the U. S. Office of Education, Washington, D. C., three useful publications on Youth Problems: "Youth: how can communities help?" gives typical general programs for or by young people that have developed in various communities; "Youth: a contemporary bibliography" (Circular 152); and "Youth: activities of libraries and museums" (Circular 153). The last named is probably of the most concern to school libraries.

Also from the Office of Education comes Circular No. 147, "One dollar or less: inexpensive books for school libraries." It contains standards of rating inexpensive books, a valuable bibliography, a list of dollar series for school libraries, and lists of titles arranged by age, kind, or price, covering children's interests from the primary grades up.

-oOo-

Reading menus for young people, by May L. Becker. Scholastic publications. 1935. 160 pp. \$1.50.

One hundred and sixteen book reviews and reading suggestions, originally published in the Scholastic magazine, are here collected into delightful "reading menus". Both classic and modern books are discussed

in Mrs. Becker's very effective style. Short biographical material is also included.

-oOo-

Preparation for school library work, by Lucile F. Fargo. Columbia Univ., 1936 190 pp. tables. diag. \$3.00.

The author of The library and the school analyses the work of the school librarian and recommends a program for her professional preparation.

-oOo-

School librarians desiring Shakespeare's plays in an inexpensive edition, will be glad to know that Wright's Shakespeare Library, 840 N. Michigan Ave., Chicago, plans to issue the works of the great dramatist in magazine form at only 35¢ per play. The text is complete and authentic and the paper is good. For school use they may be rebound or put in pamphlet binders. The first of the series to appear is "A Midsummer Night's Dream," illustrated by Virgil Finlay.

-oOo-

Two practical helps for the exhibit maker are now available. The first is a mimeographed bulletin describing new materials for exhibit backgrounds and posters, how much they cost, and who sells them. This list may be obtained free from the Publicity Division, A. L. A. Headquarters, 520 North Michigan Avenue, Chicago. The other is a booklet, "Slogans that circulate books," a collection of slogans and verses to be used with bookrack and bulletin board displays, which is arranged by subject. This eight-page pamphlet may be secured for 25¢ from Ina Roberts, 11118 Clifton Boulevard, Cleveland, Ohio.

NEW PERIODICALS

Careers and Hobbies, a new magazine to aid youth in vocational and avocational activities, appeared in October, 1935. It is published monthly from October to May and subscriptions are only 35¢. Its address is Huff Building, Greensburg, Pa. The number examined seemed to have much of value to vocational counselors.

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Another publication which made its bow recently is World Youth, a

weekly international newspaper for young people. The first issue was announced for January 16, 1936, and the subscription price is \$1.50. The national advisory council lists such names as President Mary E. Wooley of Mt. Holyoke, President Ada L. Comstock of Radcliffe, President Ellen Fitz Pendleton of Wellesley, and Miss Alice Jordan, Head of the Children's Department of Boston Public Library.

-oOo-

Announcement has been made at Ann Arbor of the publication of a new magazine in the field of education called The Education Digest. The editorial aim of the publication is to present condensations of noteworthy articles taken from the leading professional and lay periodicals.

The editorial advisory board of the magazine is made up of eighteen of the leading educators of the nation, including Dean James B. Edmonson of the University of Mich. The editor and publisher is Lawrence W. Prakken who has been engaged in editorial work in the field of education for a number of years. Associated with him is his father, William Prakken, principal of the Highland Park, Michigan High School.

A survey of 20,000 educators, made before publication, disclosed a universal interest in such a magazine. The Education Digest is of the popular small size which fits into the coat pocket without folding.

There are condensations of twenty-five articles in the first number, the November issue. The Digest is to be published monthly except during July and August.

-oOo-

The News Letter, a monthly four-page bulletin issued by the Bureau of Educational Research, Ohio State University, Columbus, carries material of special interest to schools: information about the radio, the press and the motion picture. The editors are Edgar Dale and I. Keith Tyler.

M.H.

-oOo-

"In modern martyrdom we don't burn our heretics -- we fire them."
--Glenn Frank.

VOICES FROM THE RANKS: EVERYBODY'S CORNER

Write us about the difficulties that you encounter in connection with a day's work. Let the Michigan School Librarian hear the interesting things you are doing; give us a chance to share in your perplexing problems and to exchange ideas. Let us all become profit shareholders in our magazine and speak up from within the ranks. Address your contributions to Faye I. Beebe, Librarian, Southeastern High School, 3030 Fairview Avenue, Detroit, Michigan.

Student Assistants in
the School Library

Many requests for material on library clubs have been received. In our last issue we published, in question and answer form, a brief resume of the results of a questionnaire sent out last spring on this problem. The following brief article describes the set-up for one particular club.

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Membership in library club is limited to fifteen members. Students wishing to join the club are given an opportunity to do so at the beginning of each semester when a notice is placed in the school bulletin announcing the organization of a probationary library club. These applicants must have and maintain a "C" average in their scholastic work in addition to possessing the qualities needed for library work, namely: neatness, punctuality, courtesy, accuracy, honesty, willingness, initiative, intelligence, and the proper attitude. They meet one hour a week after school when they are given a course in library methods by the librarian. At the close of the semester an examination is given over the work; if it is passed to the satisfaction of the librarian, the applicant is admitted to membership in the club and the credit of one-half a unit per semester begins. Probationers work one hour a day in the library doing library work. Should a probationer receive a failing grade in a subject, she is dropped from the club. She may re-enter the following semester provided her work is up to grade. Membership is open to both boys and girls.

Regular library members spend one hour a day in the library. Their duties consist of straightening two sections of shelves, checking in newspapers and magazines and reinforcing the latter, caring for bulletin boards and displays, filing, keeping up the pamphlet, travel, author, and picture files. Shelves are changed once a

week in order that the members may get acquainted with the location of the books. Should a club member fail a subject, she is suspended for a two-week period until her work has been brought up to par.

The club is definitely organized with a president, vice president, secretary, and treasurer. The dues are 25¢ a semester. New officers are elected each semester according to the constitution of the club. Meetings are held regularly once a week to decide library policies and discuss modern authors and books. Outside speakers are invited to address the club from time to time.

The club sponsors the annual Book Week celebration including the assembly and contests. They make an annual tour of surrounding libraries and entertain the library clubs in adjoining cities. The largest event of the year is the Library Club Tea which is given in the library to acquaint the faculty, mothers, alumni, and friends of the club with their work and accomplishments.

For social events the club is divided into groups of three. Once a month these members act as hostesses when they entertain the club at the home of one member of the group.

A library club is a valuable asset in maintaining a successful library. Once a club is well organized, it soon repays the librarian for all her effort.

Julia De Young, Librarian,
Muskegon Heights High School

-oOo-

A plan for checking overdue books which has been in use at Northwestern High School, Detroit, for this year has proven very satisfactory. Each graderoom or house principal delegates one or two representatives to cooperate with the library. Two members of the library student staff are in

charge of the procedure. Each day the latter type duplicate notice slips for each book due two days before. Of these, one is clipped to the book card, a file of which arranged in shelf list order is kept at the circulation desk. The other copy is placed in a folder for the graderoom of the pupil holding the book. The graderoom folders are kept in a separate drawer near the front of the room from which slips are called for daily by the graderoom representatives. They "contact" the delinquent student by blackboard notices, announcements, personal interviews, or any other method convenient. Upon the return of a book the slip attached to the book card is destroyed. If a second notice is needed, a slip so marked is left for the representative who again interviews the pupil.

This plan has resulted in a smoothly working system. It has reduced the number of overdue books and the necessity of bothering the graderoom principal excepting in the most obdurate cases.

G.W.

-oOo-

The easy books present a problem in arrangement in the average elementary library, because the titles are very difficult to read on such small books. I have the children place them on the shelves by color. Then when the child has difficulty finding the right book, it is a simple matter to scan one shelf, instead of the usual five or six. The result is a great saving of time for the librarian, as the children spend far less time at the shelf.

B.F.F.

-oOo-

Sometimes pictures which lack a mounting could be used on bulletin boards to great advantage. It is not always practical to mount pictures because the larger ones often make storage a problem. Then, too, it is grand to be able to change the color of the background at will. I have successfully used bias binding tape, thumb tacking it at each corner to square it around the picture. This produces a fine effect, especially if two shades of the same color are used, the darker forming the outer edge, of course.

B.F.F.

PERSONALS * * * * *

Send all news items to Faye I. Beebe, Southeastern High School, Detroit, Michigan, Editor-Personals Department.

MISS MESTON RETIRES

After a long record of service in the Detroit Schools as kindergarten teacher and school librarian, Miss Vera Meston retired at the beginning of the second semester.

Miss Meston's kindergarten training was secured at the Martindale Normal School, her library training was from Detroit Teachers' College and Columbia College, Summer Session. Before her assignment to Northwestern, she was librarian at the Duffield School. She served as officer of various organizations, especially as Treasurer of the Detroit Kindergarten Teachers' Union, as Treasurer of the Detroit Teachers' Association and as Secretary of the High School Librarians' Association of Metropolitan Detroit.

Our good wishes go to Miss Meston in her new leisure, tinged with a little envy, that at last one of our associates is having a chance to "catch up on her reading".

-oOo-

The following changes were effective in Detroit School Libraries at the beginning of the second semester:

Miss Faith Townsend was transferred from the Pattengill School to Northwestern High School Library, succeeding Miss Meston; Miss Lenore Cohen was appointed to the Russell School; Miss Belle Gordon to the Stevens School; Miss Winifred Starrs was transferred to the Pattengill School from the Stephens; Mrs. Maurine Waldrup to the Ruthruff School from the Russell; Mrs. Ione Jackson to the Chandler and the Greenfield Park Elementary Schools from the Hubert; Miss Frances Dwyer to the Hubert School from the Ruthruff and Mrs. Katherine Murdoch Abate was granted a leave of absence.

-oOo-

Miss Helen Tompkins, a graduate of the U. of M. library school and one of the Jackson High School and Junior College Library Staff, spent her summer in Europe. Her originally

planned vacation was lengthened when her return sailing was held up by the dock laborers' strike. It's an ill wind that blows nobody good. How the rest of us would have welcomed an extra week in England at the steamship company's expense!!

-oOo-

Miss Julia DeYoung has resigned her position as Librarian of Muskegon Heights High School Library. She plans to attend Nebraska State Teachers College, Kearney, Nebraska, the second semester.

-oOo-

Miss Ruth Grierson, formerly of Muskegon Heights Central School Library, is now located in New York City with the Presbyterian Board of Foreign Missions Library. Miss Philippa Yelland of Lansing is filling her position.

-oOo-

Vocational Guidance may help one in choosing a profession, but after all, the proof of the pudding is in the eating. With this in mind, Miss Dorothy Hemstreet, a recent graduate of Oberlin College, is spending six hours a day in the Jackson High School and Junior College Library, learning at first hand just what is involved in the librarian's day. Miss Hemstreet will enter the Library Training School next fall with her mind at ease in regard to her liking and fitness for the profession she is choosing, and with some definite ideas as to the particular type of library work in which she will be happiest. In the meantime, the library staff at Jackson are benefiting from the pleasant association and the very definite assistance rendered.

-oOo-

A teachers' book club was organized at Lawton, Michigan, last semester. About twelve teachers contributed \$1.75 each, and twelve new titles, both fiction and non-fiction, were purchased. The books were circulated among the members for periods of two weeks until all members had read all books. When the circuit was complete and all books read, the collection was given to the library. The plan proved so successful that the club is to be continued, starting earlier this semester so that two sets of books may be read.

ALONG THE EXCHANGE * * * * *

Our exchange is growing! A fine spirit of interest and cooperation has been evidenced by libraries and library organizations publishing bulletins and news sheets. We have had a communication of some kind from every state in the Union.

-oOo-

A bulletin of state wide library distribution, the third number of which has appeared, is the Bulletin of the Special Libraries Association, Michigan Chapter. Each issue includes announcements, personals and information of interest to special librarians. We welcome this newcomer to the field of library publications in Michigan and acknowledge with thanks the receipt of the first three issues of the bulletin for our exchange. An account of the Association itself and its Michigan chapter appears elsewhere in this issue.

-oOo-

Helpful suggestions come to us from the Southern Section of the School Library Association of California.

Miss Fay Tunnison, Librarian of the Long Beach Junior College, writes: "One of my FERA student workers is compiling a loose-leaf dictionary of pronunciation of proper names from the list given each week in the Literary Digest. We do not duplicate pronunciations given in other dictionaries of proper names like Mackey, Mawson and Phylfe."

Miss Mildred Bandy, Librarian of Redlands Junior High School, makes a folder of bright colored paper for new books. While the books are on display the students sign up for them.

South Gate High School Library, in order to keep down the loss of its books, plans to have the edges of all library books and magazines colored a bright red. A special vise is being made to hold the books and a FERA worker will assist in coloring.

A typed sheet explaining the why and how of library fines and the reasonableness of being prompt in these matters is kept in the desk of the Point Loma High School librarian. When a student causes extra trouble he is required to make a copy of this document in addition to paying his

fine or working it off. This often effects a cure, for the average student is a reasonable being in spite of numerous exceptions.

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From Miss Jasmine Britton, Supervising Librarian, Los Angeles City Schools comes the following contribution with the unusual title of "A disposition with knee-action wheels": Recently I attended a meeting which was far more than just another meeting in the day's work. One of the speakers started the machinery of my mind turning with a fresh impetus. At that moment a new year with a widened outlook quietly began. A few of the stimulating thoughts which are valuable for their compact wisdom are given below:

The most important thing for you to do is to budget your time so that first things come first. Otherwise your entire life will be taken up with interruptions.

Scientists tell us that one of the enormous pre-historic animals of the LaBrea pits had two small brains, one in the head and one in the hip to direct the activities of the lower extremities. Some people today conduct themselves as if they had two brains. Let your head save your heels.

There are three ways of obtaining an education, first, by observation, noting the deeds and misdeeds of the world about us; second, by teachers; and third, by books. Books are the coinage of learning which returns again and again into circulation.

We frequently see people who have traveled to great lengths up and down the world, but they have not broadened by so doing.

There is nothing more richly human than the gift of interest in people. This is very different from gossip about people.

There are those who are always rasping along toward their goal with sand in their gears. Be one who takes the rough spots in the road easily, as if your disposition had knee-action wheels.

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OUR CONTRIBUTORS * * * * *

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FOSTER MOHRDARDT has been working on the study project which the Carnegie Corporation, New York, is making of Junior College Libraries in the United States with a view to giving grants for building up these libraries. He is assistant to Dr. W. W. Bishop, Librarian of the University of Michigan, who is chairman of the Advisory Group on Junior College Libraries.

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Our cover design was executed by ETHEL BENSON, member of the Library Staff, Senior High School, Royal Oak.

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